

Dr. Sophia A. McClennen

- e-mail: sam50@psu.edu
- Office: 448 Burrowes
- Office Hours: By appointment.
- Office Phone: 865-0032

Survey of Spanish American Literature through "Modernismo"

T R 01:00P - 02:15P

174 WILLARD

Course Objectives

Students enrolled in this course should expect to develop the following skills:

- Appreciate the historical and literary features of early Latin America.
- Think critically about Latin American society and culture and the way that it is represented.
- Be familiar with the early literature of Latin America through exposure to a broad selection of exemplary work.
- Develop the ability to “read” Latin American literature through its cultural expressions.
- Practice techniques of literary analysis.
- Be comfortable with the terminology of literary analysis and their application.
- Develop and refine critical thinking, oral and written expression, and techniques of textual analysis.
- Develop communication skills in essays, class discussions, presentations, web discussions and papers.
- Improve Spanish language skills especially in terms of reading, writing and speaking.
- Engage in collaborative learning and teamwork.
- Acquire a sound basis for further work in the study of Spanish.
- Actively participate in the creation of a vibrant and rewarding learning community.

This course introduces students to the rich literature of Latin America through a study of major works of prose, poetry, and drama from the discovery through "modernismo".

Textbooks

1. *Voces de la Hispanoamérica* Raquel Chang-Rodríguez and Malva E. Filer
2. *Aves sin nido* Clorinda Matto de Turner

General Information:

Academic dishonesty: Students are expected to uphold the University's standards of academic integrity. Academic dishonesty will be dealt with according to University policies.

Registration Policy: During the drop/add period at the beginning of the semester, the department encourages students to visit this and other courses in order to make informed decisions about which courses to take. After the first week, however, only students registered in the course may remain; no student may late-add (or restore a dropped registration) after the third week of the semester without petitioning the department on a form available in the office, 311 Burrowes.

University Access Statement: The Pennsylvania State University encourages qualified students with disabilities to participate in its programs and activities. If you anticipate needing any kind of accommodations in this course or have any questions about physical access, please tell the instructor as soon as possible.

Course Requirements

Grade Breakdown:

Participation, Preparation, Quizzes and Homework	30%
Angel/Message Board Participation	10%
Close readings	20%
Mid-term	20%
Final	20%

Grading Scale:

100-93= A
92-90= A-
89-88= B+
87-83= B
82-80= B-
79-78= C+
77-70= C
69-60= D
59-0= F

Course components

1. Participation, Preparation, Homework, and Quizzes

This is a discussion, reading and writing- intensive course. The success of this format depends on how well-prepared each student is BEFORE coming to class. Effective participation requires that students arrive to class on time and ready to engage in advanced conversation about the materials for that day. Students will be given a chance to discuss and defend their opinions in class as well as learn to be tolerant of differing opinions. Moreover, students are encouraged to examine their convictions and interpretations not only by writing but also in the process of classroom discussion. Class will often be divided into smaller discussion groups in order to discuss topics in greater detail. Your class participation grade is based on observations of student performance in the following categories:

- Attendance- Student regularly attends class without late arrivals or early departures.
- Preparation- Student completes homework assignments and studies course materials thoroughly BEFORE coming to class. Student completes all assignments before coming to class.
- Class Interaction and Citizenship- Student is attentive and cooperative with the rest of the class; actively participates in class and collaborates with classmates in paired or group activities, and contributes to class discussion.

Class Participation Grading Scale:

90-100%	Student is well prepared and enthusiastically participates in all class activities; is very considerate and cooperative with the rest of the class; asks questions and responds to questions in comprehensible Spanish with few errors; makes an effort to use new or more advanced grammar structures and vocabulary; demonstrates knowledge of course materials; consistently practices critical thinking; actively helps to create a vibrant learning community.
80-89%	Student is generally prepared and willing to participate in class activities; is relatively cooperative with the rest of the class; asks questions and responds to questions most of the time in comprehensible Spanish with only minor errors; makes an inconsistent effort to use new or more advanced grammar structures and vocabulary; makes an inconsistent effort to refer to readings and course topics generally practices critical thinking; helps to create a vibrant learning community.
70-79%	Student is often unprepared and reluctantly or sporadically participates in class activities; often does not ask questions or respond to questions; tends to speak English during class or speak Spanish with frequent and repeated major errors; rarely makes an effort to use new or more advanced grammar structures and vocabulary; rarely makes an effort to demonstrate knowledge of course materials; rarely practices critical thinking; does not show much interest in creating a vibrant learning community.
60-69%	Student is generally unprepared, unwilling to participate in class activities and unable to answer questions; is incapable of formulating comprehensible questions or responses in Spanish, has poor pronunciation and/or incorrect grammar; makes little effort to use new or more advanced grammar structures and vocabulary; demonstrates little understanding of course materials; does not practice critical thinking; distracts from the creation of a vibrant learning community.
0-59%	Student is absent (physically or mentally), unprepared, inattentive, uncooperative or disruptive in class.

A note on attendance: Your attendance is absolutely essential for the success of this course. Not only do you miss the class activities of the day, but we miss your contributions. Even though it is important for you to be in

class, life will occasionally interrupt your ability to join us. For example, you may have a required university activity, you may be sick, or you may have a family obligation. When you cannot be in class it is important for you to notify me so that I can help you to make up missed work. Also, when possible, please bring verification of your absence (a note from your coach or doctor for instance). Each student may miss class twice with no penalty to their participation grade. If you miss class more than twice for reasons beyond your control please see me and we can discuss your situation.

Homework: In addition to reading for class you will often be given questions to consider before coming to class. You should make notes and write brief answers to these questions before arriving.

Quizzes: We will occasionally have both scheduled and unscheduled short quizzes.

2. ANGEL

Participation is not limited to in-class discussion – we will also be discussing issues on our **MESSAGE BOARDS** available on **ANGEL**. The MESSAGE BOARDS are set up to encourage discussion and debate of topics covered in class as well as other issues that you think are relevant. Each student is expected to write a message at least 7 times over the course of the semester. You do NOT need to write something every week, but you should read the postings before class. You DO need to post to the Forum on 7 different topics.

NOTE: For students who are less comfortable speaking in class, sustained participation on the MESSAGE BOARDS can help balance hesitancy in classroom participation.

The MESSAGE BOARDS have topics listed that are in synch with our course. Please check the message boards before each class for discussion questions, topics to consider, and to respond to issues. You can also use the message boards to post questions or information. If you have questions about how to use **ANGEL** ask me for help.

- ∅ You must post to the message boards at least 7 times not counting required posts, such as your introduction or other assignments.
- ∅ You must post to the message boards on a regular basis. Posting seven times at the end of the semester will not receive full credit.
- ∅ While you are welcome to post brief questions and answers, the postings for your grade must be a substantial communication, i.e., approximately 5 complex sentences.
- ∅ Try to answer the questions posted by your classmates.
- ∅ You should try to post questions so that I can answer them for the benefit of all students. It is generally better to post a question to the message boards than to me on e-mail, since if you have a question chances are your class mates are curious about the same thing. Then, when I answer, all will see my response.
- ∅ Post useful web resources and explain why they helped you. You can also post any tips on using websites.

Ø You need to check **ANGEL** before each class, because I will often post important class info there.

Ø PLEASE CHECK ANGEL AT LEAST 4 TIMES A WEEK!

3. Close readings

Close reading or “explicación de texto” is an important skill of literary analysis. We will have two in class close reading exercises.

4. Mid-term

Mid way through the course we will have a mid-term. We will cover short answer in class and then there will be two short take home essays.

5. Final Exam

The Final exam will be similar in format to the mid-term. You will be given more details about the final in class.

Plan de estudios

Semana 1

martes 8/24: introducción al curso

jueves 8/26: LA CONFIGURACIÓN DEL MUNDO HISPANOAMERICANO: LAS RAÍCES, LA COLONIA, LA INDEPENDENCIA (¿?-1824). Voces amerindias: los mayas, los nahuas y las quechuas. Popol Vuh. Poesía nahuatl. Poesía quechua.

Semana 2

martes 8/31: Colón. Cartas Luis de Santángel. de las Casas. Historia de las Indias.

jueves 9/2: Díaz del Castillo. Historia verdadera de la conquista de la Nueva España. de Ercilla y Zúñiga. La Araucana.

Semana 3

martes 9/7: de la Cruz. Respuesta de la poetisa a la muy ilustre sor Filotea de la Cruz. Hombres necios. Este amoroso tormento. Este que ves, engaño colorido. Rosa divina que en gentil cultura. Detente, sobre de mi bien esquivo. Al que ingrato me deja, busco amante.

jueves 9/9: Fernández de Lizardi. El Periquillo Sarniento. Bello. La agricultura de la zona tórrida. Autonomía cultural de América.

Semana 4

martes 9/14: BÚSQUEDA DE LA EMANCIPACIÓN CULTURAL (1825-1882). Heredia. En una tempestad. Niágara. A mi esposa

jueves 9/16: Echevarría. El matadero. **Explicación de texto #1**

Semana 5

martes 9/21: Sarmiento. Facundo. Gómez de Avellaneda. Al partir. Romance. A él.

jueves 9/23: Bolívar. Carta de Jamaica.

(<http://patriagrande.net/venezuela/simon.bolivar/index.html> y

http://es.wikipedia.org/wiki/Carta_de_Jamaica)

Semana 6

martes 9/28: Montalvo. Washington y Bolívar. Palma. Amor de madre. El alacrán de fray Gómez.

jueves 9/30: repaso.

Semana 7

martes 10/5: examen 1

jueves 10/7: entregar ensayos de examen 1

Semana 8

martes 10/12: Matto de Turner (leer la introducción en voces) *Aves sin nido* Parte 1, cap 1-5

jueves 10/14: *Aves sin nido* Parte 1, cap 6-14

Semana 9

martes 10/19: *Aves sin nido* Parte 1, cap 15-23

jueves 10/21: *Aves sin nido* Parte 1, cap 24-26; Parte 2, cap 1-5

Semana 10

martes 10/26: *Aves sin nido* Parte 2, 6-14

jueves 10/28: *Aves sin nido* Parte 2, 15-23

Semana 11

martes 11/2: *Aves sin nido* Parte 2, 24-32

jueves 11/4: LA REALIDAD AMERICANA Y LA RENOVACIÓN LITERARIA (1882-1910). Martí. Mi caballero. Sobre mi hombro. Versos sencillos. Copa con alas. Poética. Dos patrias. Domingo triste. Nuestra América. Nájera . Para entonces. La duquesa Job. De blanco . La mañana de San Juan. Silva. Nocturno. Vejece.

Semana 12

martes 11/9: Martí parte dos: Paisaje tropical. Darío. Era un aire suave.... Sonatina. El cisne. Yo soy aquel.... A Roosevelt. Lo fatal. Los cisnes. Canción de otoño en primavera. El velo de la reina Mab.

jueves 11/11: Explicación de texto #2

Semana 13

martes 11/16: Lillo. El Chiflón del Diablo Lugones. Delectación amorosa. Divagación lunar. A los gauchos. Salmo pluvial . El jilguero.

jueves 11/18: tbd

Semana 14

vacaciones

Semana 15

martes 11/30: Quiroga. El hijo. Ureña. El descontento y la promesa.

jueves 12/2: repaso

Semana 16

martes 12/7: examen 2

jueves 12/9: entregar ensayos de examen 2